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# **Response to Intervention:**

## **Supporting Students Through Evidence-based Practices and Systems Change**

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# Prior Knowledge: TRUE or FALSE

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- ☐ The primary function of Rtl is to identify children for special education.
- ☐ Rtl applies only to academic needs.
- ☐ Interventions in an Rtl framework should be implemented for a specific number of weeks.
- ☐ Rtl calls for a minor “tweaking” of what is already in place.
- ☐ I am a \_\_\_\_\_, I don’t need to know about RTI.  
(Insert job title here)



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# **HIGHLY EFFECTIVE SCHOOLS AND RTI**



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# “Beyond Islands of Excellence”

<http://www.learningfirst.org/publications/districts/>

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***Finding 1:*** Districts had the courage to acknowledge poor performance and the will to seek solutions.

***Finding 2:*** Districts put in place a systemwide approach to improving instruction.

***Finding 3:*** Districts instilled visions that focused on student learning and guided instructional improvement.

***Finding 4:*** Districts made decisions based on data, not instinct.

***Finding 5:*** Districts adopted new approaches to professional development.

***Finding 6:*** Districts redefined leadership roles.

***Finding 7:*** Districts committed to sustaining reform over the long haul.

# Correlates of Effective Schools

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- **Clear School Mission**
- **High Expectations for Success**
- **Instructional Leadership**
- **Frequent Monitoring of Student Progress**
- **Opportunity to Learn and Student Time on Task**
- **Safe and Orderly Environment**
- **Home-School Relationships**

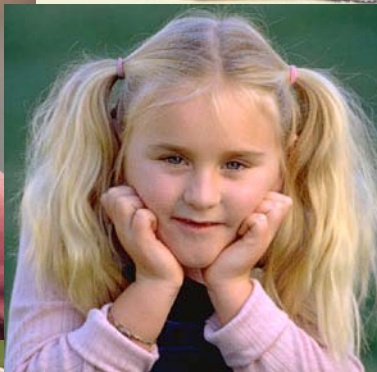
-Ron Edmonds

Director of Center for Urban  
Studies, Harvard University



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**“Response to Intervention offers the best opportunity of the past 3 decades to ensure that **every child**, no matter how gifted or challenged, will be **equally valued** in an education system where the **progress** of every child is **monitored** and individualized interventions with appropriate levels of intensity are provided to students as needed.”**

Bill East (2007), Preface to Rtl Handbook

# What is RTI?

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- “RTI is a set of processes for organizing decision making for data-driven instructional practices.”  
**from Hall, 2008**
- “Response to Intervention is, simply put, a process of implementing high-quality, scientifically validated instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on the student’s response.”  
**from Bender & Shores, 2007**



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# What the data tells us...

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Children and Youth are in need – academically and behaviorally.

- Estimated 1 in 10 adolescents experience a significant mental health disorder (Surgeon General's Report, 2000)
- **Indiana 4<sup>th</sup> graders in 2005, 30% were at or above proficiency in reading and 35% were at or above proficiency in math (KIDS COUNT, 2007)**
- 1,700 suspensions each school day; **Indiana schools reported 313,322 suspensions in 2005-06**
- **Estimated 4 times as long to intervene in fourth grade as in late kindergarten to improve a student's skill by the same amount (Lyon, 1997, p.7)**
- 29% of schools report significant acts of bullying (NCES, 2005)
- 10% of 16-24 year olds not enrolled in school and have no diploma/GED (NCES, 2003)



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# **INDIANA'S FRAMEWORK FOR RESPONSE TO INTERVENTION**



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# Indiana RtI

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- A framework for *early intervention, prevention and advancement* which involves determining whether all *students are learning and progressing optimally* when provided with *high quality instruction and intervention*.
- Emphasis on academic, behavioral, and social/emotional domains.



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# Essential Components of Response to Intervention

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- ❑ Implementation of Scientifically Based Curricula, Instruction, and Intervention/Extensions
- ❑ System of Assessment and Progress Monitoring
- ❑ Data-based Decision Making
- ❑ Leadership
- ❑ Cultural Competence and Responsivity
- ❑ Family, School and Community Partnerships



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# Essential Components:

## *Continuum of Curricula, Instruction, Intervention/ Extension*

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- Core curricula and instruction for all students
  - Provided through small groups and differentiated instruction at each students' level
- Supplemental interventions/supports for small groups of students
  - Provided at the first sign of need
- Intensive, individualized interventions
  - Provided when core instruction and supplemental interventions are not sufficient to address individual needs
- Critical Characteristics:
  - Scientifically-based instruction and intervention
  - Consistent and rigorous implementation
  - Changes to instruction are data-based
  - Interventions/extensions aligned with the core curriculum and student's need(s) as indicated by data.



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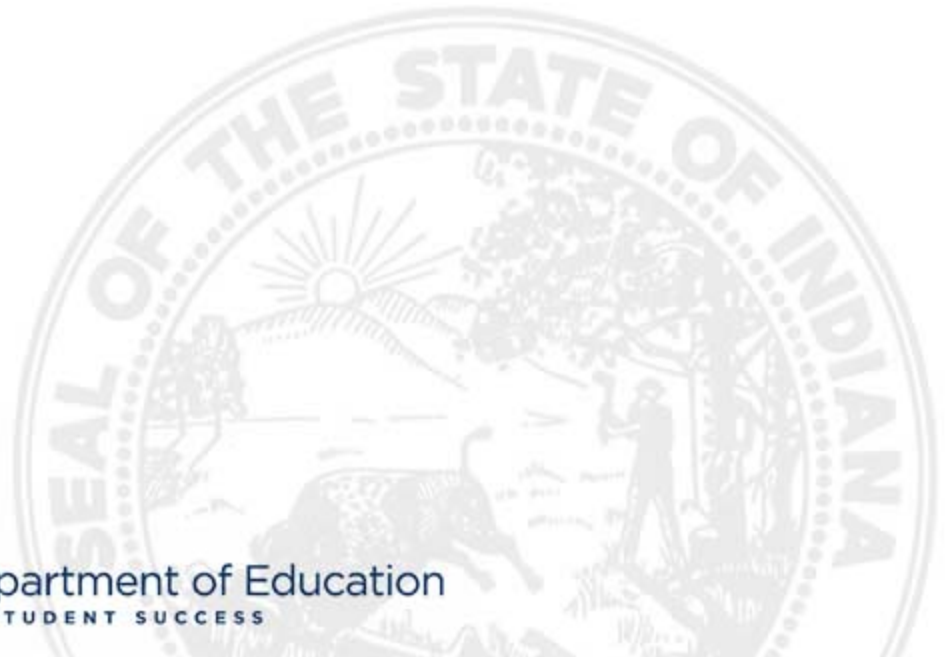
# Alterable Variables to Intensify Instruction

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- Program Emphasis
- Grouping
- Time



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# Alterable Variables to Intensify Instruction

Alterable Components	Level of Specific Enhancements				
Options	1	2	3	4	5
<b>Program Emphasis</b>	Use core program & explicitly teach priority skills.	Use extensions of the core program (e.g., add examples)	Supplement core with reteaching or intervention components of core.	Replace current core program with intervention program.	Implement specially designed program
<b>Time (Opportunities to Learn)</b>	Schedule & deliver 90 minutes of daily reading instruction (minimum 30 minutes small group).	Increase opportunities to respond during core instruction.	Schedule core + supplemental period daily. (90 + 30 or 60 + 30)	Schedule two intervention sessions daily (no less than 90 minutes total)	
<b>Grouping for Instruction</b>	Check group placement & provide combination of whole & small group instruction.	Schedule small group opportunity for specific practice	Reduce group size	Provide individual instruction	

Increasing Intensity

Increasing Intensity

Note: adapted from Simmons & Harn (2004) Institute on Beginning Reading III



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# Essential Components:

## Integrated Assessment System

- Universal screening
- Diagnostic assessments
- Ongoing formative assessment and progress monitoring
- Critical Considerations:
  - Technically adequate assessment tools, implemented with fidelity
  - Alignment between purpose for assessment and the assessment tool
  - Frequency determined by student level of need



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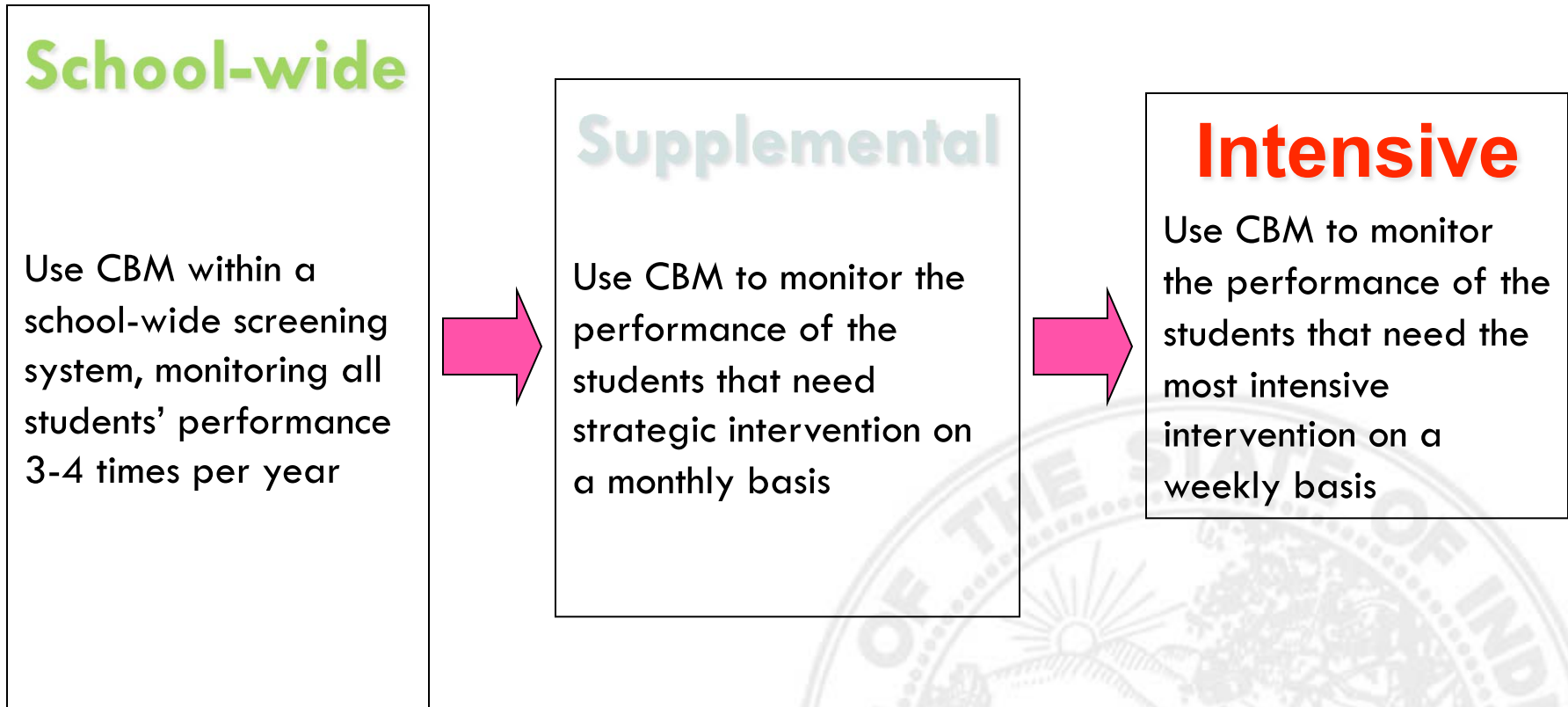
# Common Academic Assessments in RTI:

## Curriculum Based Measurement (CBM)

- Assessment method that is designed to be sensitive to change over short periods of time.
- Includes multiple tests, called “probes”, that are developed to be at the same level of difficulty.
- Researched so that technical properties such as reliability and validity are known.
- Based on “General Outcome Measurement” approach which measures skills reflective of year-long curriculum.
- Provides information about skills on “indicators” that relate to the overall domain and high-stakes tests.
- Used to set goals for future progress.
- Scores to be graphed and used to inform instruction and intervention.
- Considered one part of a larger assessment system which includes other data sources that educators have traditionally used.
- Based on over 30 years of empirical research.
- Popular CBM assessments include Aimsweb, Wireless Generation assessments, DIBELS

# Using CBM within a RtI framework

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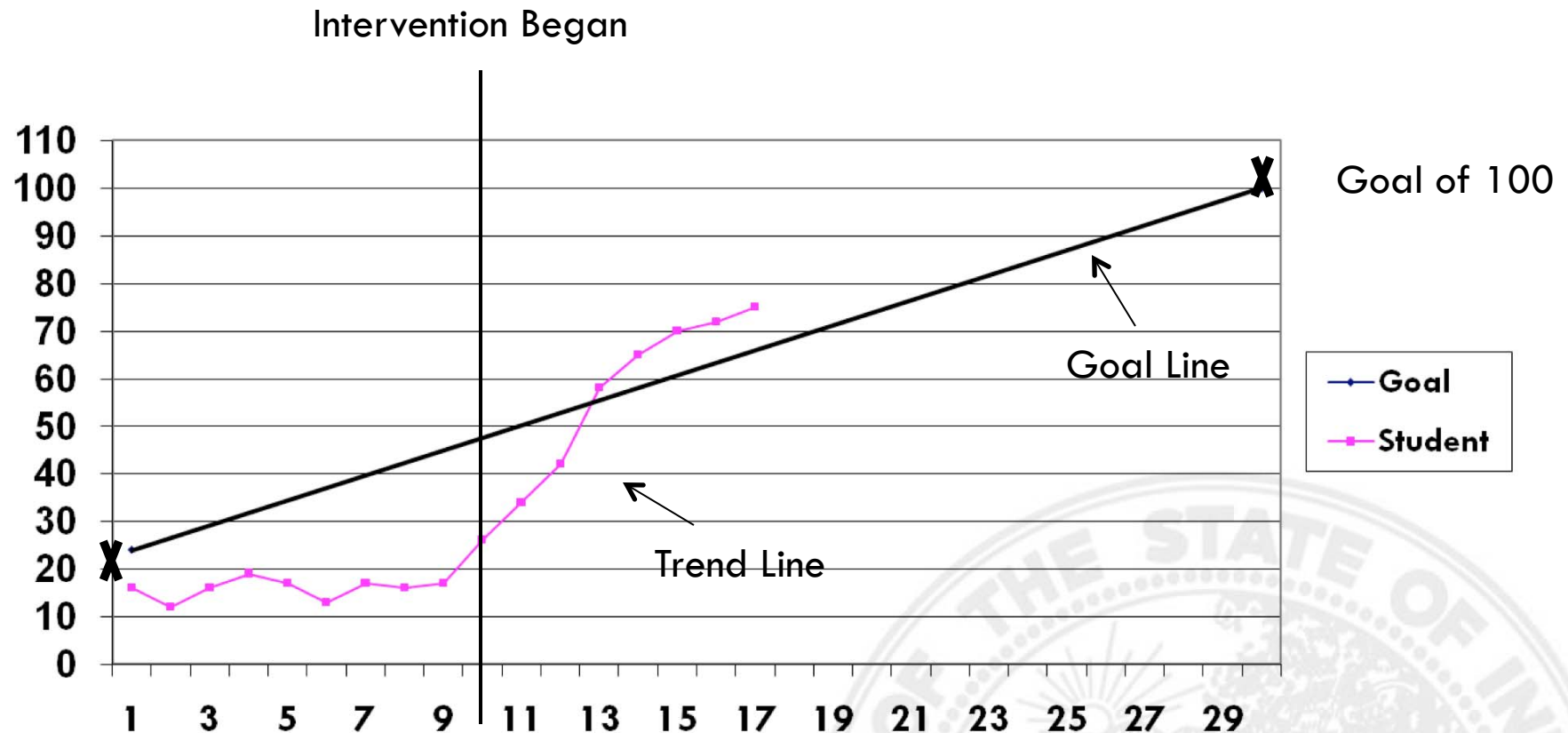
From Erica Lembke, 2007



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# Visual displays of data are valuable!

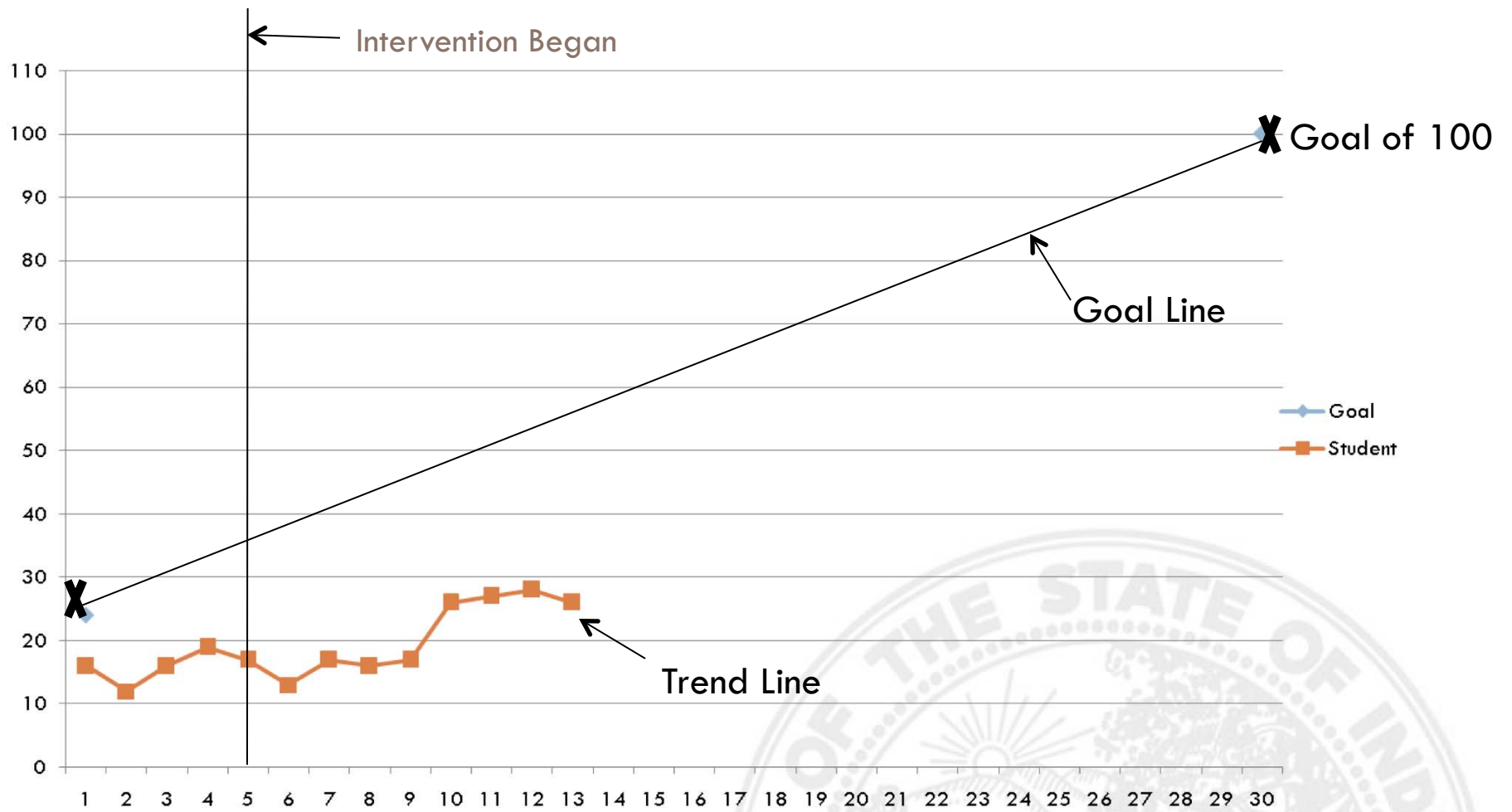


Intervention Probes

Slope=3.69,  
National ROI=1.0



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Intervention Probes

Slope=.77,  
National ROI=1.0



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# Interpreting Progress Data Using Visual Analysis

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Based on the 4 most recent consecutive data points,

- If the 4 data points are all ABOVE the goal line, keep the current intervention and increase the goal
- If the 4 data points are all BELOW the goal line, keep the current goal and modify the intervention
- If the 4 data points are neither above or below the goal line, maintain the current goal and intervention and continue collecting/reviewing data



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# Interpreting Progress Data Beyond Visual Analysis

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- Approaches to interpreting progress monitoring data
  - Visual analysis
    - Useful when change is obvious
    - Most common “4-point” rule
  - Analysis of trend (pattern of change over time)
    - Improved decision making when sufficient data
    - Calculate a slope or rate of improvement; can compare to norms
  - Analysis of level (average performance)
    - Insufficient, especially when there’s substantial change or trend
  - Analysis of trend and level (dual discrepancy)
    - Provides a more comprehensive approach to data analysis



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# Common Behavior Assessments in RtI

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- ❑ School-wide data such as office discipline referrals, attendance, suspension data
- ❑ Direct Observation
- ❑ Direct behavior ratings, e.g. Daily Behavior Report
- ❑ Rating Scales



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## Assessment Methods

### Observation

- Direct, specific behaviors
- High flexibility & frequency
- High resources
- Reliable/valid codes available

### Rating Scales

- Indirect, broad behavioral clusters
- Low frequency and flexibility
- Medium/high resources
- Known reliability and validity

### Direct Behavior Ratings

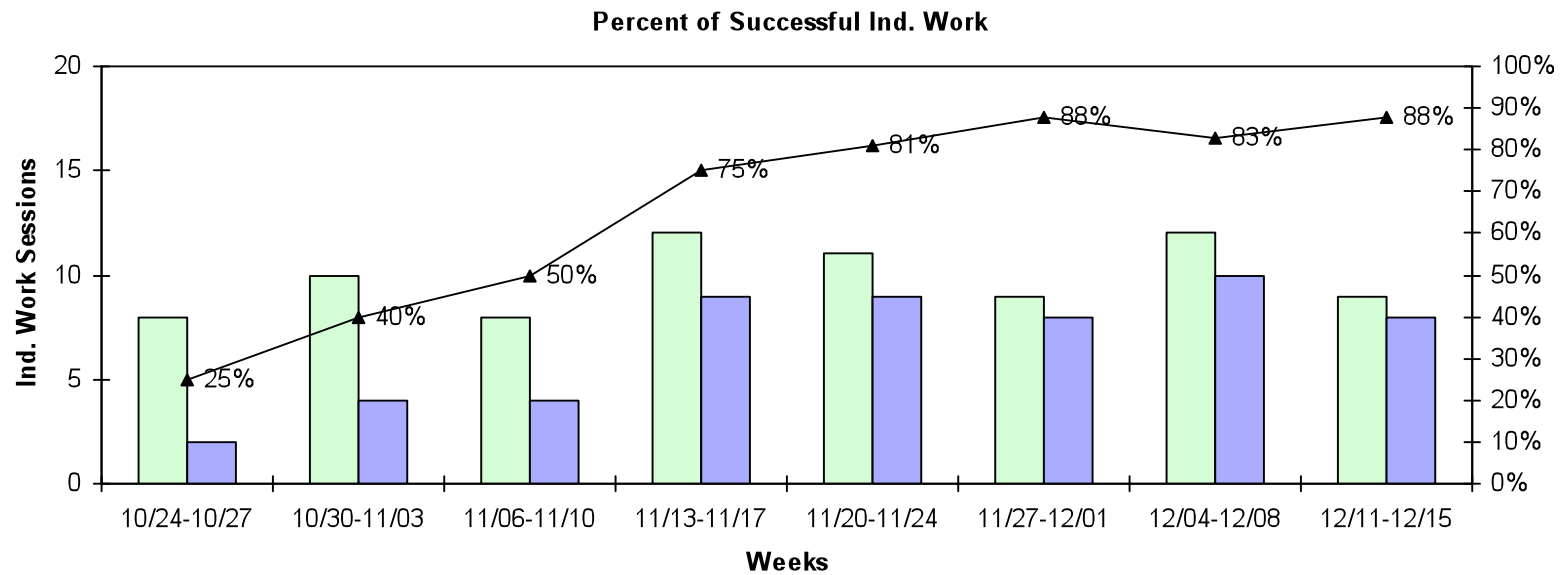
- Direct, specific behaviors
- High flexibility and frequency
- Low/medium resources
- Emerging reliability/validity information

### Permanent Products

- Specific behaviors
- High frequency and flexibility
- Low resources
- No reliability/validity information



## Billy's Independent Work



Ind. Work Opportunities    Worked Independently    —▲— percent of Ind. Work

Week	10/24-1 0/27	10/30-1 1/03	11/06-1 1/10	11/13-1 1/17	11/20-1 1/24	11/27-1 2/01	12/04-1 2/08	12/11-1 2/15
IW Opp.	8	10	8	12	11	9	12	9
IW	2	4	4	9	9	8	10	8
%	25%	40%	50%	75%	81%	88%	83%	88%
Setting	BL	math	math	math	math	math	math	math



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# Essential Components :

## *Data-Based Decision Making*

- The link between student data and instruction/intervention.
- Using data to inform the educational decision making process.
- Involves the use of a problem solving method that involves five common steps:
  - Defining the problem,
  - Analyzing why the problem exists,
  - Determining what to do about the problem and developing a plan,
  - Implementing the plan with consistency and fidelity,
  - Evaluating student progress and continued need for support.

# Problem Solving Method

## Defining the Problem:

*“Is there a problem”?*

*“What is it”?*

*“How significant”?*



## Analyzing the Problem:

*“Why is it happening”?*



## Determining What to Do:

*“What shall we do about it”?*



## Implementing the Plan with Fidelity

*“Are you doing what you said you would do? How do you know?”*



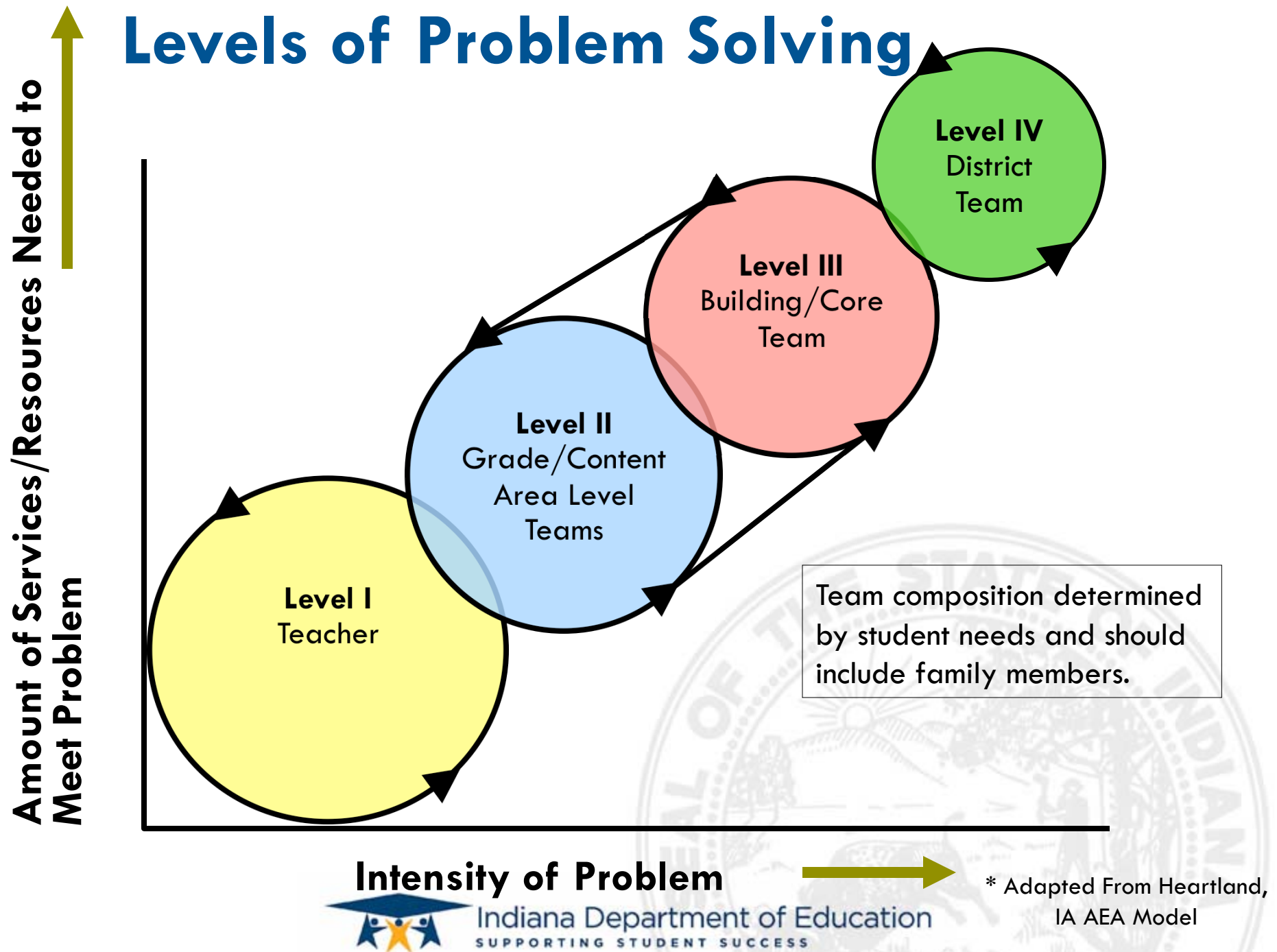
## Evaluating Progress:

*“Did the plan work”?*  
*“What needs to happen next”?*



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# Levels of Problem Solving





# Integrated System for Academic and Behavioral Supports

*Services across tiers are fluid and data-driven*

## Tier 3:

- Few Students
- Increased Frequency
- Longer Duration

**Intense, Individualized Support**

**District/Community Team  
Building Core Team**

## Tier 2:

- Small Group

**Targeted, Supplemental Supports**

**Building Core Team**

## Tier 1:

- All Students
- Preventative, Proactive

**Core Curriculum, Instruction, and Learning Environment**

**Grade Level Teams  
Building Core Team  
School Improvement Team**



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# **Essential Components: *Leadership***

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Effective leadership practices

- By administrators, teacher leaders, and family leaders
- Advocating research-based practices,
- Providing the expectations and support for instruction and intervention fidelity,
- Ensuring necessary professional development, and
- Aligning RTI with school vision and systems change efforts



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# Essential Components: *Cultural Competence and Responsivity*

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- Cultural Competence and Responsivity
  - Trust and respect for all cultures, abilities, and experiences,
  - Validating students' cultural identity in classroom practices and instructional materials,
  - Being aware of how one's own cultural views and values influences practice.
  - Communicating with families in ways which are culturally meaningful.



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# Essential Components: *Family, School & Community Partnerships*

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- ❑ Providing for a variety of roles and activities for families and communities,
- ❑ Involving families in data-based decision making,
- ❑ Ensuring reciprocal relationships



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# **Linkage to Systems Change and Implementation Efforts**



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# Why Educational Change Is Slow

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- The participants are not involved in the planning.
- The appeal is based on personal reasons.
- The habit patterns of the work group are ignored.
- There is poor communication regarding a change.
- Excessive work pressure is involved.
- The cost is too high, or the reward for making the change is seen as inadequate.
- There is a lack of respect and trust in the change initiator.
- There is a lack of commitment to the new approach.

A lack of  
implementation of  
what research says  
works!

There is a lack of  
understanding of a  
systems change  
approach.



Fullan; Castillo, Cohen, & Curtis, 2007  
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Implementation is synonymous with coordinated change at system, organization, program, and practice levels.

Fixsen et al., 2005

“We are faced with the paradox of non-evidence-based implementation of evidence-based programs”

Drake, Gorman, & Torrey, 2002

# Implementation of Effective Practices

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“The science of implementation and sustainability have received much attention of late, especially with the growing realization that training practitioners in the use of evidence-based practices is not enough and that **effective professional development** and **implementation strategies** must be in place if real school improvement is to be achieved with new practices”

Danielson et al, 2007



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# Implementation Research

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**Effective  
Education  
Practices**

**+**

**Effective  
Implementation  
Practices**

**=**

**Positive Student Outcomes**

There is a Science to Education Gap AND an Implementation Gap!

National Implementation Research Network

Dean Fixsen and Karen Blase

<http://nirn.fmhi.usf.edu>



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# How is RTI Different from Previous Initiatives?

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Previous initiatives have focused on fixing specific components of the system .....

.....effective implementation of RtI takes a system-wide approach to improving student outcomes.



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# Policy Connections



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# Connection to State Policies

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- Article 4
  - Prevention,
  - Assessment,
  - Intervention,
  - Referral
- Article 7
  - Comprehensive and Coordinated Early Intervening Services
  - Consideration during eligibility determination
    - Emotional Disability
    - Language Impairment
    - Specific Learning Disability



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# Article 4, Student Assistance Services

IAC 4-1.5-5 authorizes

- a) “School corporations should provide student assistance services at the elementary and secondary school levels.”
- b) Student assistance services shall be coordinated by a:
  - (1) certified school counselor
  - (2) ***certified school psychologist***; or
  - (3) certified school social worker (master’s level).
- c) Student assistance services shall include, but are not limited to,
  - 1) Prevention,
  - 2) Assessment,
  - 3) Intervention, and
  - 4) Referral



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# Article 7, 511 IAC 7-40-2, Comprehensive & Coordinated Early Intervening Services

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- 7-40-2(f) refers to a process that assesses a student's response to scientific, research based interventions and requires a written notification containing information about
  - the interventions/services to be provided,
  - the student data to be collected,
  - parental rights to request an evaluation, and
  - schools responsibility to initiate a referral if the student doesn't make adequate progress after an appropriate period of time.
  
- Requires consideration of:
  - Continuum of curriculum, instruction, and interventions/extensions
  - Assessment and progress monitoring
  - Data-based decision making



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# Comprehensive & Coordinated Early Intervening Services

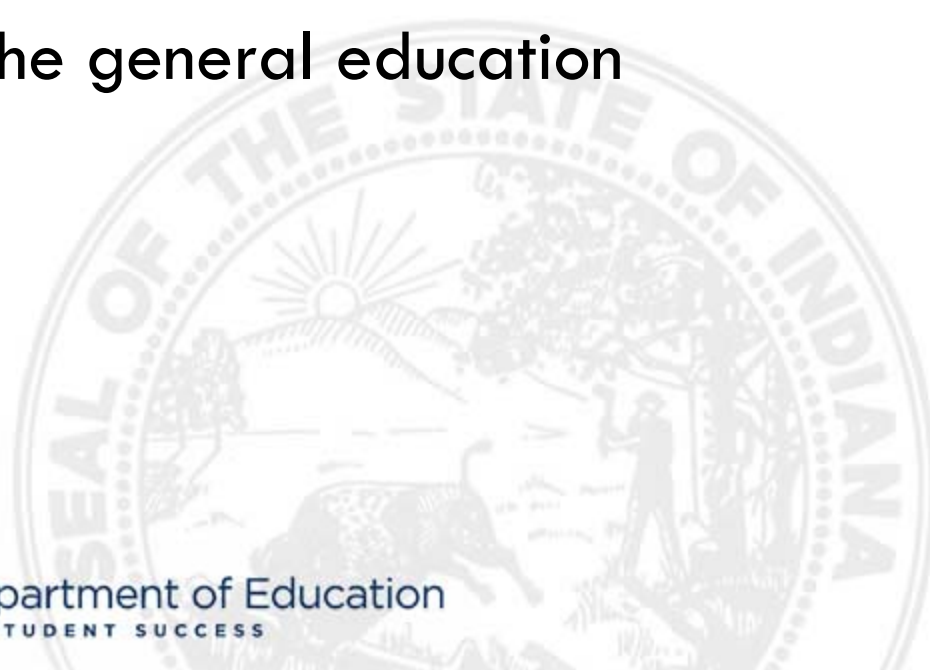
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EIS represents assistance given to students:

- Who haven't been identified yet as needing special education and related services but,
- Who may need additional academic or behavioral support to succeed in the general education environment.



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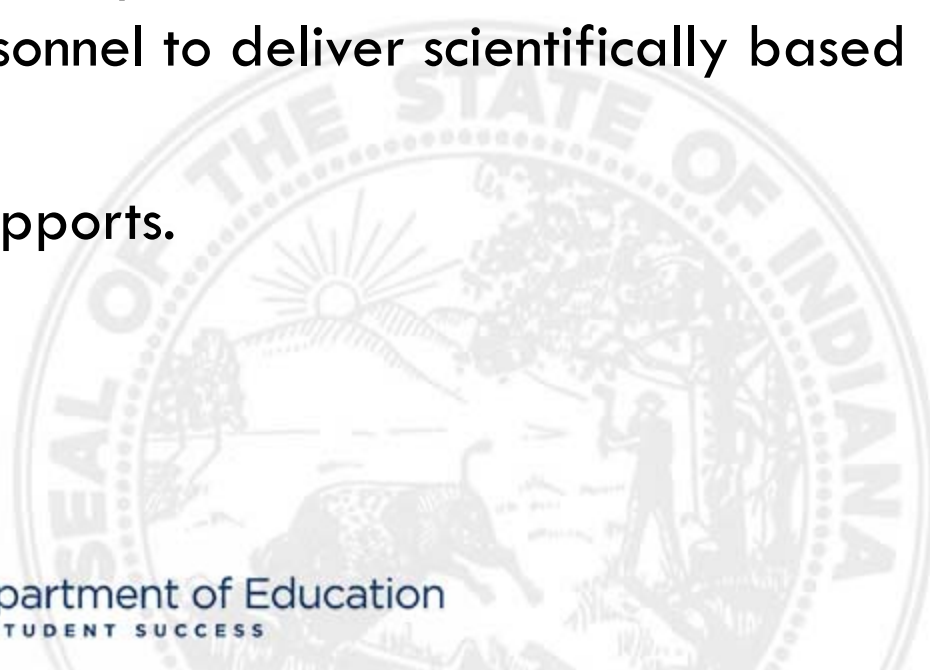
# Comprehensive & Coordinated Early Intervening Services

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- Funds may not be used to supplant activities and services funded by other federal, state and local sources.
- Funds may be used in two areas:
  - To provide professional development for teachers and other school staff to enable personnel to deliver scientifically based interventions and/or;
  - To provide services and supports.



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# **Professional Roles: Expanding and Collaborating**



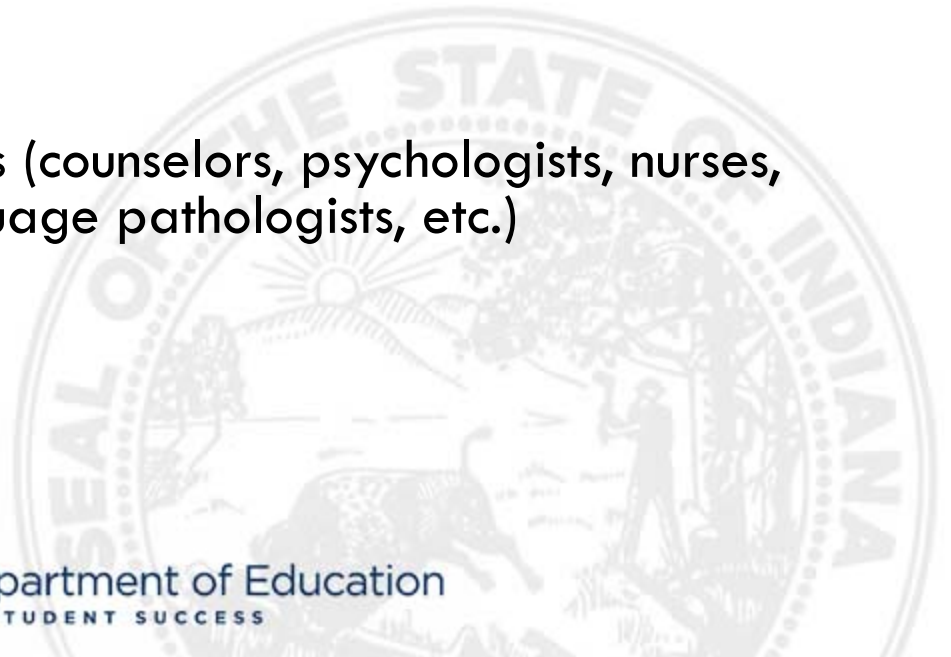
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# A Collaborative Effort will be Critical

- Teachers and Practitioners
- Institutes of higher education
- Professional association representatives
  - Teachers
  - Administrators
  - School Boards
  - Student Service Professionals (counselors, psychologists, nurses, social workers, speech/language pathologists, etc.)
- Family members
- Community stakeholders



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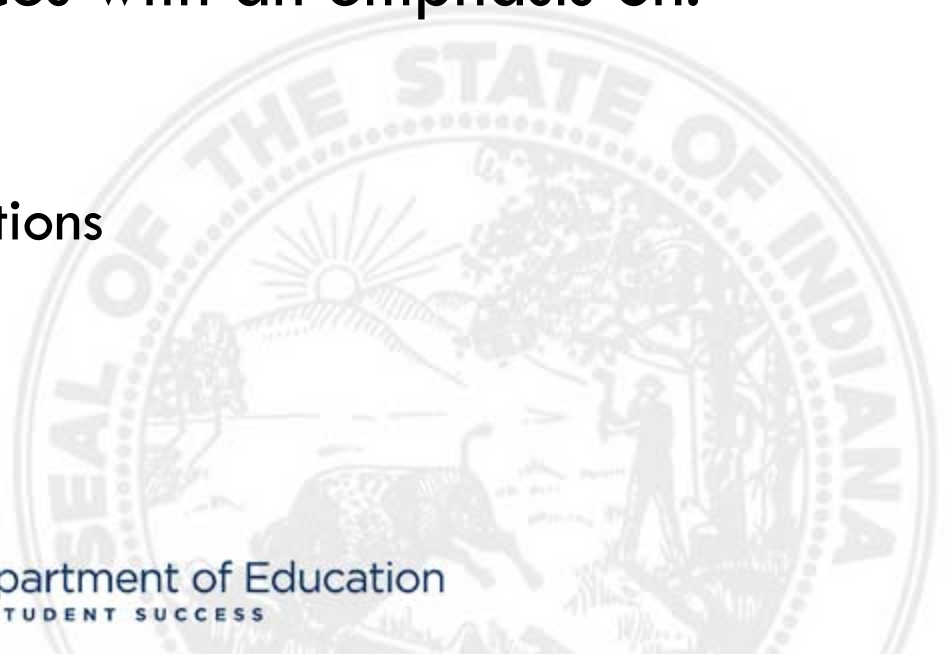
# Supporting the RtI Process

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- Existing Services include (Article 4):
  - Prevention
  - Assessment
  - Intervention, and
  - Referral
- Scaling up existing services with an emphasis on:
  - Collaboration
  - Proactive Prevention
  - Research-based Interventions
  - Progress Monitoring
  - Documentation



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# Anticipated Outcomes

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- ❑ Increased student engagement leading to improved academic outcomes,
- ❑ Enhanced student self-esteem, self-efficacy, and social/emotional outcomes,
- ❑ Creation of a safe learning environment that promotes understanding, responsibility, and compassion for all students,
- ❑ Valuing of all education professionals.
- ❑ More appropriate and timely referrals for services.



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# Indiana's Response to Intervention will lead to...

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Expanding roles for each  
And  
Greater collaboration among!

What will this look like  
in Indiana schools?



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# Answers to the Quiz

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- ☐ The primary function of Rtl is to identify children for special education.  
**FALSE**
- ☐ Rtl applies only to academic needs.  
**FALSE**
- ☐ Interventions in an Rtl framework should be implemented for a specific number of weeks.  
**FALSE**
- ☐ Rtl calls for a minor “tweaking” of what is already in place.  
**FALSE**
- ☐ I am a \_\_\_\_\_, I don’t need to know about Rtl.  
**(Insert job title here)**  
**FALSE**



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# Key Websites

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Indiana Department of Education

<http://www.doe.in.gov/indiana-rti>

Collaborative Problem Solving Project @ the Blumberg Center

[www.indstate.edu/blumberg](http://www.indstate.edu/blumberg)

RTI Action Network

<http://www.rtinetwork.org>

National Center on Response to Intervention

<http://www.rti4success.org/>

University of Kansas Center for Research on Learning

<http://www.ku-crl.org/sim/>

National Center on Student Progress Monitoring

<http://www.studentprogress.org/>



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# Key Websites

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IRIS Center

<http://iris.peabody.vanderbilt.edu/>

National Center for School Counseling Outcome Research

<http://www.umass.edu/schoolcounseling/>

Collaborative for Academic, Social, and Emotional Learning

<http://www.casel.org>

OSEP Center on Positive Behavioral Interventions & Supports

<http://www.pbis.org/tools>

Safe and Civil Schools

<http://www.safeandcivilschools.com>



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# Key Websites

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Doing What Works

<http://dww.ed.gov/>

Florida Center for Reading Research

<http://www.fcrr.org/>

Oregon Reading First Center

<http://reading.uoregon.edu>

Center on Instruction

<http://www.centeroninstruction.org>

Texas Center for Reading and Language Arts

<http://www.texasreading.org>

Effective Educational Practices

<http://www.successfulschools.org>



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